

CTE Student Performance Improvement Plans
5S1 – Secondary Placement

AVD	Improvement Plan	Evaluation Method
2	<ul style="list-style-type: none"> We will work with students to ensure that they have a social security number if needed by counseling them and providing them with the necessary materials. We also intend to continue a senior survey we began this past year. This will assist us in identifying what they intend to do upon graduation. If they are to enter the military, we would secure paperwork to show this. If they intend to participate at a post secondary institution, we would keep this documentation on file. We are in the process of creating a database that would act as an electronic means of communication to follow up with electronic surveys. 	<ul style="list-style-type: none"> Director review of data Data Reports out to teachers Student surveys Teacher follow up Senior Surveys Department Chairs to monitor process
4	<p>Southlake will do the following in an attempt to improve:</p> <ol style="list-style-type: none"> Instructors will meet with seniors to discuss careers and options for employment first semester. Instructors will meet with candidates for graduation to discuss post-graduation plans. Each instructor will encourage the students to stay in the field. Students will work with guidance on career planning and they will be offered career assessments and planning all year long. 	<ol style="list-style-type: none"> Seniors will complete an exit survey in late April/early May. Follow-up with counselors by education to career coordinator as to status of graduates.
5	<ul style="list-style-type: none"> ACTED #5 will increase services to students communicating postsecondary opportunities. We have added a licensed guidance counselor to the staff in 2009-10 to improve our service delivery. Our plan is to increase the information flow to students about financial aid, scholarships, college admissions, SAT/ACT testing, etc. in order to improve the performance of this Perkins indicator. On-site COMPASS testing continues to improve in order to help students attain dual credit College, apprenticeship, and military recruiters are being solicited to spend more time on campus. The number of guest speakers to include college faculty members will be increased. Our newsletter has added a "Counselor's Corner" to it, that will promote college admissions and post secondary success. Articulation efforts are ongoing to promote our dual credit arrangements and to expand the number of agreements. We have added dual credit opportunities in Electronics, Early Childhood Education, and more just this year. We are working on agreements for other programs. We will continue to expand our relationships with employers, apprenticeship programs, chambers of commerce, workforce development organizations, and with advisory committee members. 	<p>ACTED #5 performance on 5S1 will meet the agreed upon goal.</p>
7	<p>The improvement of student placement will be a three-fold process.</p> <p>A. Improve Academics:</p> <ul style="list-style-type: none"> A more comprehensive plan to integrate language arts and mathematics into the curriculum of our 3 hour Programs of Study. We are studying the issues of students being unable to take advantage of dual credit opportunities 	<ul style="list-style-type: none"> Once a plan for increased integration of language arts and math a plan will be made to track changes in student achievement levels on End of Course Assessments to let us know if we are having success or need to change the plan.

	<p>because they can not pass the admissions/placement exams of Ivy Tech and Vincennes University.</p> <ul style="list-style-type: none"> • We are tracking their Compass scores, ISTEP scores, and End of Course Assessment scores as they are made available to us along with other student data to help us find exactly where the weaknesses lie. A team of CTE, language arts and mathematics corporation directors along with the Executive Director of Curriculum and Instruction will study all student data to devise a plan to provide assistance to these students within the limits of our CTE curriculum beginning next fall. • Language Arts and math curriculums, beginning with the freshmen year, will be studied and a plan developed to strengthen skill sets to help students be prepared to meet testing requirements. • CTE instructors will continue professional development regarding ways to strengthen how the curriculum is implemented and to what extent students are being made accountable for their mastery of language arts and mathematics concepts. <p>B. CTE teachers will play a more important role in student career planning and helping their students plan for the future. Teachers will not only continue with many of the following items, but place more emphasis and follow through on each:</p> <ul style="list-style-type: none"> • Increased classroom presentations from college representatives, apprenticeships, military, and individuals speaking on careers • Each classroom will have displays showing college admission test dates, FAFSA dates, college scholarships, grants, and career fairs • Each CTE course will require a student portfolio with resume, cover letter, etc. to make the process of seeking employment easier for students • CTE teachers will provide mock interview opportunities for students to help them be job-ready • Encourage student participation in student organizations affiliated with career field to help students learn the importance of leadership and networking skills. • Encourage and help students locate job shadowing, internships, or part-time employment related to the student's Program of Study • Discuss college and career possibilities in large groups and also one-on-one with students • Practice both verbal and written communication skills, thereby improving student chances for success in college classes, job performance beginning with interviews, and building self confidence • All CTE teachers will work with senior students to provide assistance with college decisions and requirements <p>C. Other Career and Technical Education personnel must also play an important role in creating greater awareness of possible careers available to students as well as awareness of steps possible to help students reach their goals.</p> <ul style="list-style-type: none"> • Continue to meet with and educate students about how to access earned dual credits • Continue to meet with and discuss post secondary plans with senior CTE students about: <ul style="list-style-type: none"> ○ Certificate programs ○ Apprenticeship programs ○ Associate degree programs ○ Four-year colleges/universities that best fit student needs and desires ○ Help locating grants and scholarships to finance CTE student's education 	<ul style="list-style-type: none"> • Student achievement on Compass and Accuplacer exams will be tracked and compared by student for the junior and senior years and by course from year to year. • Lists of classroom visits by college representatives, professionals from career fields, etc. will be turned in to the Director at the end of each semester • Career Guidance Specialists and CTE teachers will be held accountable for reporting to the director all senior career plans so that it can be determined that each senior CTE student was provided with information and provided with the personal attention and support required.
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	<ul style="list-style-type: none"> Continue to meet with and discuss second year CTE placement with current juniors Additional career information will be posted in schools and sent to students in CTE programs to increase awareness of opportunities 	
8	The improvement plan for these services is to extend our placement services to more business and industry partners beyond the over 450+ contacts we currently maintain and to redouble efforts with postsecondary partners to better prepare students to meet the enrollment requirements of these institutions. Primary focus with postsecondary partners will be to better prepare EACC students to understand and pursue financial aid/scholarships for postsecondary enrollment. It has been indicated by families and community members that postsecondary transition has been delayed due to financial constraints in this weak economy.	<p>Achievement of Target AUL in this category,</p> <p>If achieving Target AUL is not possible, then increasing placement rate annually over the Actual AUL from the previous school year.</p>
9	<p>In addition to the DWD information collected using students' social security numbers, we will use data we gather from the FCAVC follow-up study on the placement of students in the military, post-secondary and work place. Our data will be shared via spreadsheet with DWD.</p> <p>We will continue to work with our Advisory Board members and partners in business and industry to look for ways that FCAVC trained students may be able to help them during these tough economic times. We will continue to use student internships as a way to introduce employers to our students and programs and demonstrate the value of hiring a worker with advanced skills training.</p> <p>We will continue to work with our post-secondary partners to offer dual credit opportunities and assist in the transition from high school to post-secondary.</p>	<p>Our placement efforts will continue to be gauged by the economy and opportunities for job placement in our four county region and beyond.</p> <p>We will continue to work with our post-secondary partners to offer dual credit courses and assist in the transition from high school to post-secondary.</p>
10	<p>Indian Trails will do the following in an attempt to improve:</p> <ul style="list-style-type: none"> Instructors will meet with seniors to discuss careers and options for employment first semester. Instructors will meet with candidates for graduation to discuss post-graduation plans. Each instructor will encourage the students to stay in the field. Students will work with guidance on career planning and they will be offered career assessments and planning all year long. Students will be encouraged to job shadow or intern. 	<ol style="list-style-type: none"> Seniors will complete an exit survey in late April/early May. Follow-up with counselors by education to career coordinator as to status of graduates.
11	<ul style="list-style-type: none"> Career Aides will assist students in developing post-secondary career plans. Encourage all students to job shadow in their program area at least once each school year to establish relationships with potential employers. Increase the types of activities for students that help them find employment such as writing and improving resumes. 	<ol style="list-style-type: none"> Reviewing the data at completion of program and make the necessary changes. 2. Reviewing Core Indicator information.
12	The first step we plan on implementing is acquiring local data from the IDWD to learn more about our local performance in the area of "placement" and others. We plan on gaining an insight into their data gathering process and looking at what we can do to shore up any missing pieces of data that could help make the	One part of our evaluation would be to see the percentage go up from 77.18 % to something higher each year.

	<p>reporting process accurate.</p> <p>The next step is to create a plan to help us contact graduates from our programs who are completers and learn if they are continuing their education and/or working in the area of interest that was identified in high school. We must learn as much from the students who do not choose to follow their original CTE pathway as we do those who do follow it.</p> <p>Thirdly, we want to strengthen our partnerships with local business and industry so that our completers may become stronger candidates for local career opportunities in the fields in which we prepare the students.</p>	<p>Another part is to gain insight into the IDWD's process and match their process with ours and make sure the data is accurate and consistent.</p> <p>The third part of our evaluation is to show more local businesses and industry hiring and keeping our former students on the job within our community.</p>
13	<p>The Wawasee Area Career and Technical Education Cooperative must strive to increase the "Secondary Placement" performance indicator. Being a new director, I would first like to learn what information is being used to calculate our actual AUL of 61.54%. Knowing this foundation of information will help me learn what information I need to collect and report in the future.</p> <p>Based on my current knowledge of the Secondary Placement score, I believe we need to do the following:</p> <ol style="list-style-type: none"> 1. Review and update our CTE Enrollment Form to make sure we have all the necessary information to be able to track and locate students enrolled within our programs. 2. Develop a file system in which all student applications, class lists, and contact information is stored for a period of 5 years to assist in tracking students. 3. Involve the guidance and CTE staff to utilize their student knowledge in helping gather data on graduates who have been completers in our CTE programs. 4. Develop an Exit Survey for all CTE completers to fill out prior to graduation which will be stored in their student file. 	<p>The methods for evaluating progress are as follows:</p> <ol style="list-style-type: none"> 1. Learn about the information used to determine the Secondary Placement score and make sure the student information is found on all enrollment forms and matches the methods used to report this information. 2. Establish a file system at each high school within the cooperative in which all student applications, class lists, and contact information is stored for a period of 5 years to assist in tracking students. 3. An Exit Survey completed for every CTE completer prior to graduation which contains updated contact information and initial career pathway information to assist in tracking. 4. An improved Secondary Placement score.
14	<p>Five Step Plan:</p> <p>Step # 1: Identify all Area # 14 concentrators who graduate in 2010</p> <p>From ISR Files (State Reports)</p> <p>From Local School Records</p> <p>Step # 2: Contact respective school counselors to determine which students:</p> <p>Have been accepted to two/four-year post-secondary schools</p> <p>Have enlisted in the military</p> <p>Have enrolled in other training programs</p> <p>Step # 3: Identify those students who have no future plan on file</p> <p>Step # 4: Connect those students name to the teacher that best represents the student's area of CTE concentration</p> <p>Step #5: Have that teacher make contact with that student between August 1 and October 1, 2010 to encourage, counsel and guide concerning the development of a meaningful future plan</p>	<ol style="list-style-type: none"> 1. By June 30, 2010 have a list of concentrator graduates 2. By July 31, 2010 have a list from school counselors that identifies known student plans 3. By August 1, 2010 send the names of those students with no identified future plans to relevant teachers 4. By October 1, 2010 have a telephone log from each teacher that: <ol style="list-style-type: none"> a) Gives the date of each contact b) Gives the result of the intervention 5. By January 1, 2011 have each teacher follow-up on each student.
16	It is the plan to team with the state to improve data gathering on the final placement of students. A Career	The continued efforts to obtain follow-up information and

	Center staff person will be designated to assist guidance with follow-up data gathering. It is believed the drop in placement is due to insufficient data in conjunction with the economic conditions within the region. With the assistance of the local Chamber of Commerce, and the newly constructed Ivy Tech campus, employment information and opportunities can be used to better prepare and place students who have trained through a specific pathway. With the increase in ENL population, (26% of school population) and the tendency of this group to migrate after graduation makes data gathering difficult.	data will be used to gauge progress. Progress will be determined by the number of student follow-up form distributed and received.
17	Although this indicator probably reflects our present economy, it is most likely not an accurate reflection of Heartland's true placement. Our plan involves making efforts to improve placement and improve data collection/follow-up. Our career counselor will develop career days to promote post secondary institutions, military opportunities, and careers. Our career counselor assistant will assist in examining placement data and following up on inaccurate or incomplete information.	Short-term: Examining data as available to determine amount of inaccurate or incomplete data. Long-term: 5S1 Secondary Placement Rates.
19	For the 2007-08 school year, there were 142 students that had an unsuccessful placement. Of that group, 128 or 90% did not have a social security number listed. My goal for next year is to substantially increase the number of students who have a social security number listed. I expect to accomplish that goal by providing a statement received from Department of Workforce Development stressing the need to list social security numbers.	Calculate the number of 2008-09 students who do not have a social security number listed on InTERS.
20	<p>The core indicator of performance 5S1 will be analyzed to determine needed areas of improvement based on academic completion, program specific data, and placement data. The plan will focus on providing student assistance in successfully meeting the technical standards with an additional focus on:</p> <ul style="list-style-type: none"> • Non-Traditional Enrollments • Non-Traditional Completers • Skill Mastery and Competency • Graduation Completers • Advanced Dual Credit Opportunities <p>We will expand and develop our associations with post-secondary institutions, technical schools, apprenticeship programs, and the military for all CTE students. This will in turn, reinforce within the student the need for technical skill attainment to be successful following graduation.</p> <p>We will increase on-site visitations and on-site presentations with post-secondary institutions, technical schools, apprenticeship programs, local business and industry, and the military for all CTE students. This will in turn, reinforce within the student the need for technical skill attainment and education and training beyond high school.</p>	<p>We will monitor program and student data on all students that complete CTE programs, pass end of course assessments, and transition into post-secondary, workforce or military.</p> <p>Monitor student graduation statistics on all students completing CTE programs.</p> <p>We will track the number of CTE program post-secondary presentations by career academies.</p> <p>We will cross reference student data with DWD to determine any students that are listed incorrectly, duplicated, or missing information in the data collection process.</p>
21	<ul style="list-style-type: none"> • Analyze data: <ul style="list-style-type: none"> ○ error and/or omissions on student placement data, specifically out-of-state and proprietary school placements 	1. Established procedures for placement interventions that can easily target specific CTE programs in need of placement support.

	<ul style="list-style-type: none"> ○ drill down placement data by CTE program. • Utilize Perkins career guidance personnel to develop intervention plan (guest speakers, career planning, college visits, internships, etc.) designed to target CTE programs in need of support for placement of students <ul style="list-style-type: none"> ○ post-secondary, military, and internships ○ increased participation by advisory committee/local chamber of commerce • Reinstitute in-house follow-up procedures for all CTE students. 	2. Established procedures for collection of CTE graduate follow-up information.
22	<ul style="list-style-type: none"> • Increase the number of college/career/military representation by 10% each year at the career fair. • Have students take the Compass Test at the Muncie Area Career Center each fall and spring. • Bring in college admissions representatives to speak to each class at the Career Center. • Increase the number of dual credit agreements with Ivy Tech. • All seniors attending the Muncie Area Career Center will write a resume to take with them for job applications after graduation. • In house follow up on 2010 grads during the fall of 2010-2011 school year as well as the spring of 2010-2011. • All students will job shadow in their program area at least one time during the year. 	<ul style="list-style-type: none"> • College and Career date set for 2010-2011 before the end of the 09-10 school year. Record of number of participants kept on file in MACC office. • Compass results kept on file in the Directors office. • Students completed resumes kept on file in the MACC office for student availability after graduation. • Fall/Spring follow up records filed in the MACC office. • Dual Credit Agreements for on file by September 15th of each year. • Job shadowing dates and locations kept on file in the Directors office.
23	<p>We will:</p> <ol style="list-style-type: none"> 1. Gather additional information from students (email accounts, Face book accounts, education/work/military plans, other contacts etc.) should we need to contact them to verify data. 2. Following receipt of preliminary state data, follow-up with students who could affect our Placement data in a negative manner. (It is critical that the state provide this preliminary data as soon as possible in order for us to have adequate time for verification/correction.) 	<ol style="list-style-type: none"> 1. Each instructor will require students to provide more detailed follow-up contact information prior to graduation. 2. Director will review preliminary data provided by the state and submit to participating school personnel for verification. 3. Data will be corrected by school personnel and re-submitted to the state as necessary. 4. A determination will be made on whether or not District #23 meets or exceeds Agreed Level.
24	Safety nets will be put into place that will allow pre-tracking of student's success. An exit interview and survey will occur where students will be informed of additional resources that they may access to earn a "regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent	

	<p>(including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State)".</p> <p>Adult education, credit recovery, extended semester/year in CTE program, summer school and on-line resources will be offered.</p> <p>Career Clusters and sending school counselors will meet as a professional learning community (PLC) at beginning, midpoint, and end of each year to discuss the academic progress of their students and make decisions about appropriate interventions and enrichment exercises. Outcomes will include common resources needed, future trends, and common goals.</p> <p>Students will have daily access to the Learning Center using NovaNet.</p> <p>The Math and Language Arts teacher are fully accredited instructors and are accountable for the development, placement, and instruction of new methods of delivery in order to increase student achievement in academics. All strategies all supported by the implementation of Career Cluster Professional Learning Communities, summer programs, and in-service workshops.</p>	
25	Hinds Career Center will reinstitute its annual graduate follow-up study to insure accurate and comprehensive accounting of graduate placement data. This activity was discontinued for one year. It is clear from the resulting data that local efforts to follow graduate placements provide more accurate data than the state's ability to track and contact graduates for accurate data collection. Data collected will be kept in hardcopy version for audit purposes.	By December 31 of each year, Hinds Career Center will report the results of its placement study to the Department of Workforce Development for inclusion in the performance indicator level report.
26	Improving student placement will involve a systematic method to track and identify what happens to our students beyond graduation. Again, setting clear expectations for our students as well as sharing objectives with counselors, administrators and parents will occur in improved communication throughout the year. Additionally designated reporting times in the fall for all students in our district will improve this process and allow us to more accurately collect data and report it properly to improve our performance in this area.	Local and district meetings to be announced will work with counselors and administrators to more successfully track and report secondary placement. Our goal is to discuss and implement a uniform system of reporting all districts can use and report at a designated time in the fall after students graduate in the summer. This should improve our reporting practiced in performance in this area.
27	NCACP will return to doing student follow-up rather than depend on DWD figures. Final AVD Placement level identified on previous reports for 07-08 was 56.90% so a significant gain was made. A review of placement statistics will be made and areas of improvement will be identified.	Review statistics to see if increases in placement are made from the current level of 78.23%.
28	We have struggled at the Richmond Area Career Center to obtain social security numbers from students for tracking purposes. Parents are reluctant to give numbers to us and students do not know their numbers. We are working with Chris Deaton to find other ways to trace social security numbers such as using the CHIPS report. We will also ask teachers to work harder on follow up data with their students. The Career Director, Counselor,	The immediate method of progress will be having in place at the end of the 2009-2010 school year for all program instructors to have each senior fill out an Richmond Area Career Center exit document. After speaking with Chris

	and Counselor Assistant will work together towards better data collection and creating a Richmond Area Career Center exit document to help with data collection.	Deaton there will be check points next year in the fall for students who cannot be located and we will use this information to improve this indicator.
30	We believe that the majority of our students do enter the workforce, military or postsecondary education after leaving their program of study. The gap is in great part due to lack of ability to locate former students. To address this gap, administration will better educate all teachers and support staff on the necessity of maintaining current contact information on former students and collecting data on projected future plans before students graduate and leave. Student services personnel will develop a contact spread sheet that will be updated in May of each year. Contact information will include phone numbers, addresses and e-mails of student and closest relative. We will add a graduate survey tab to our website that students can use to keep Area 30 current on their work/school activities. Students will be informed of this method of contact and encouraged to keep in contact with Area 30 in May during the time their contact information is collected and/or updated.	Percentage of students in secondary placements will increase and meet Target AUL. Actual number of students contacted will increase.
31	<p>When we asked for details on the Secondary Placement for Area 31 Career Programs, we received the attached spreadsheet from the Indiana Department of Workforce Development. Upon reviewing the report of graduates with no placement, we did some more research. Our findings are as follows:</p> <ul style="list-style-type: none"> -One hundred thirty (130) have no date. This was out of 8,600 INTERS student records for Area 31 Career Programs -Fifty three (53) of those students did not provide a social security number -Forty seven (47) students have a positive placement according to information that we verified during our local follow-up study: <ul style="list-style-type: none"> -15 students are in college -17 names were duplicate -10 students are employed -5 students are in the military <p>We will work more diligently with the Indiana Department of Workforce Development in securing social security numbers for graduating concentrators in our program. We will also request a placement report in the fall to review and update with information we obtain from our local follow-up to make sure the report is as accurate as possible.</p>	<p>-A designated person will oversee the evaluation progress of the improvement plan.</p> <p>-We will return completed student follow-up sheets to Indiana Department of Workforce Development that do not have a social security number. We will work more diligently in getting this information. The new address matching should help improve our numbers.</p> <p>-In the fall, we will request a follow-up from the Indiana Department of Workforce Development to review and be updated with accurate information we have obtain on the placement of graduates.</p>
32	<p>The IPS Career Technology Magnet at Arsenal Technical High School will...</p> <ul style="list-style-type: none"> • Create a formal mechanism to report student placements and ensure that contact information is current so that students can be effectively tracked. Create a "Keep in Touch Team" or designate a staff member to collect data and follow up on the activity and careers of completers. • Before the end of year, teachers will submit contact information to the team or designated staff member in order to follow up. • Use information from 3S1 strategy to ensure current contact information for follow ups. • CTE teachers will have students fill out a form and submit their graduation plan by April 1st of this year. The plan will be submitted by end of October in subsequent years, ensuring that the plan can be 	<ul style="list-style-type: none"> • Increase in student placement • Increase in CTM alumni reporting and involvement

	<p>evaluated and students can track their progress toward their graduation plan.</p> <ul style="list-style-type: none"> • The team or designated staff member responsible for follow up will compare the plan to actual placement within three months of graduation. • Create a CTM alumni page on the website for self-reporting and tracking. • Expose students to more collegiate, job and military opportunities via guest presenters and career fairs. Each CTE teacher will have their students attend a minimum of two presentations per year in order to widen student horizons and have another respected adult provide relevance to the programs and high school graduation. 	
33	<ol style="list-style-type: none"> 1. Provide DWD/DOE with the results of our local follow-up. 2. Cross check local follow-up results with returned follow-up information from the state. 3. Access social security numbers from the district student management system. 4. The career counselor will make contact with parents to explain the purpose of collecting social security numbers from the students. After the explanation the career counselor will ask the parents for the students social security number so that it can be reported. 	
34	<ol style="list-style-type: none"> 1. To improve the validity of data, Whitewater Technical Career Center will rely on staff to contact graduates from previous school year to identify if the student attended private institution, apprenticeships, or an out-of-state institution, which of whom are not calculated into the placement percentage. This follow up will occur in December when the list of those not meeting Agreed Upon Levels are given to the Directors from the Department of Education or the Department of Workforce Development. 2. Counselors at Whitewater Technical Career Center will meet with graduating seniors for a senior connection conference to identify the student's plans for after graduation. If no plans have been identified the student and counselor will discuss student interests, post-secondary opportunities available for student, and utilizing dual credit opportunities through student's program of study. 3. Whitewater Technical Career Center will partner with Ivy Tech to allow all students to listen to recruitment for Take A Class On Us program. This allows students to take two post secondary classes that are tuition free and students can get a jumpstart on a post secondary opportunity. 4. Ivy Tech Dual Credit meetings shall be scheduled with students to increase awareness and improve procedures. 	<ol style="list-style-type: none"> 1. Each staff member on student contact committee will report the number of individuals whom attended private institutions, apprenticeships, and out-of-state institutions. Whitewater Technical Career Center will report to the Division of College and Career Preparation the actual Agreed Upon Level for Whitewater Technical Career Center. 2. Counselors will evaluate this action item by the number of students the counselor has a conference with each semester. 3. Staff will identify how many students take advantage of the Take A Class On Us opportunity. This will be surveying seniors to see how many signed up for Ivy Tech classes through Take A Class On Us. 4. Staff will meet with Ivy Tech Dual Credit coordinators before the end of the students' senior year to ensure that all dual credit documents are in order.
35	<p>A low collection of local follow-up forms was the primary cause of this gap. The economy was a contributing factor but upon investigation was not the main factor. The following steps have been taken or are being taken to improve follow-up form collection of students information related to students that social security numbers are not submitted for.</p> <ul style="list-style-type: none"> • A meeting with all high school CTE department chairs where the follow-up forms were distributed to the appropriate schools and an explanation of the form and the reason for the form was shared. • Each school must submit their forms to the CTE office and the CTE office will submit them to the State. • Collection of completed forms will be monitored by the CTE office and building level administration 	<p>Success will be determined by:</p> <ul style="list-style-type: none"> • 90% collection of completed follow-up forms from individual schools. • Meeting core indicator target.

	<p>will be notified if forms are not returned from their school.</p> <ul style="list-style-type: none"> Utilize the Career Pathway project to focus teachers on coordinating with local post-secondary institutions and industry. A seamless pathway will help students continue on in the area of study. 	
36	A review of data provided from the 2008-2009 survey will be conducted to capture information from students who had not responded to the placement survey. Different survey processes shall be conducted to assure that a better response rate is attained.	The review of data and additional surveying shall give more accurate information of placements of students. We will continue to conduct a survey separate from the State survey in order to get more accurate information.
37	<p>Over 500 students were considered in this pool. There were numerous duplicates and individuals with social security numbers provided that were not included in the results. Analysis of the details indicates a fairly consistent trend across program areas; reasonable workplace placement, some college placement, and minimal military placement. The local school improvement committee of administration and faculty entitled "Business and Industry" has taken this initiative on as an objective. The group met and will embrace the following activities to improve placement data across the campus:</p> <ol style="list-style-type: none"> 1) Increase college visitations for all students and incorporate transportation costs for these visits into subsequent Perkins plans; 2) encourage all teachers to talk weekly about college, career and military options; 3) utilize the automated voice messaging system to remind students and parents about activities related to post-secondary options (on site visit by Murray and associates, college bowl events, career day events, evening programs at their home school, etc.); 4) emphasize the importance of gathering accurate Social Security numbers and placement information that can supplement the state information; 5) work with tour talkers to emphasize a variety of viable options that include college and military alongside workforce 6) increase the number of senior job shadowing, internship or field experiences 7) follow through after college visits by guidance and teachers to minimize missing deadlines or finding excuses 8) stress the importance of dual credit for more students 9) continue with the exemplary college/career day event as well as the Murray presentation 10) disaggregate data per program area to find trends and tendencies where more specific strategies can be employed develop a more formal placement program, organized by the guidance office and available to all students through a variety of media 	The Business and Industry committee will meet monthly to follow through with the implementation of the various strategies and collect formative data in each area. Committee members will assist in promoting the initiatives across the campus. The School Board will be apprised of these initiative, encouraged to make this effort one of the goals for the district and the administration will provide regular reports about the placement program.
38	<p>Post Secondary – initiate additional partnerships with post secondary institutions such as Vincennes University, Ivy Tech. and University of Northwestern Ohio. Additional college visits will be scheduled with post secondary partners.</p> <p>Job Placement – We will work with local industry to increase or establish internships or mini coops. We will also meet with the SHRM Human Resources group of Shelby County industries monthly to encourage hiring BRCP graduates.</p>	Monitor the number of industry contacts and comprise a lists and contact information of companies interested in partnering with us. Mini coops and internships would not be established until 2010-2011 to gather data.

39	<ul style="list-style-type: none"> • Work closely with DWD, using the Concentrator list, with multiple opportunities to verify data until it is correct. • Enter addresses for all Concentrators so that SSNs can be located. • Search high school records to find and import SSNs • Search middle school records to import SSNs for all local students. • Promote more professional internships to connect students to placements after high school. • Merge State Placement with local follow-up. • Renegotiate this AUL due to economic conditions coupled with SSN issues and the flood our community experienced. 	<ul style="list-style-type: none"> • Correct STN for every student • Increased number of students involved in professional internships • Contact students to ensure increased positive placements recorded.
40	Use Advisory Committee relationships to increase the Cooperative and work placement opportunities. Increase dual credit opportunities to help smooth the transition into post-secondary opportunities. Encourage local employers to check and follow-up on student references at the North Lawrence Career Center. Provide students improved information about possible pathways to success.	Hopefully our numbers have bottomed out for the current recession. These numbers will be charted to measure the progress for our Career Center as well as the overall economic health of Area 40.
43	<ul style="list-style-type: none"> • The instructors will provide more career information as to their career pathway(speakers, field trips, college reps) • Students will be given time to search various careers on-line for special reports to inform others in the programs • Students will be encouraged to “stay in touch” with the instructor as to their future endeavors to assist guiding other students • Future- hire a career counselor to assist each student with their realistic planning of future endeavors 	Students will be surveyed at the end of the year as to activities that most helped them to plan future endeavors Teachers will contact the seniors at the start of next school year as to plans followed through by students and compare as to what the student indicated they would do
42	<p>Our first challenge is the collection of accurate data from the district. We will refine our data collection methods and screen for mistakes on our end and from the DWD Dash Board report. We will expand the enrollment for the dual credit participation at the career center. We will create a follow up data document to use the social networking media to try and track down students through email accounts and Face Book.</p> <p>We have challenges with our district in the tri-state area. Students find employment in Ohio or Kentucky and we have not method of tracking them down. Students attend colleges in those states as well and we have not method of tracking this data.</p> <p>With the economic down turn it is our goal to improve 5-10% with our final goal to meet the Agreed Upon Levels. With a free and reduced lunch population level in our district economics can greatly hinder post secondary enrollment an work related placement.</p> <p>Finally, we have no authority over the twelve participating schools and no ability to track non-managed students. We formally request that the students for the non-managed programs be removed from the data collection process. If the State does not deal with this problem the data will not be accurate or valid no matter what improvement plans we develop.</p>	<p>We will keep track of the dual college credit enrollments and make follow up calls to the post secondary schools out of state to confirm enrollments and submit this information for adjustment to the dash board data.</p> <p>We will call students that do not show up on the DWD dash board data using the social networking process and the information form the exit follow up data information sheet. Finally, we will work to perfect and validate all data submitted to DWD.</p>
44	<ul style="list-style-type: none"> • Increase dual credit opportunities. • Increase number of field trips to post-secondary institutions. • Increase number of recruiter visits to classes. • Provide more information to students and parents through education articles and recruitment materials. 	The number of students attending post-secondary education will increase.

45	<p>Each year the area center, Prosser School of Technology, develops an aggressive school improvement plan. Starting in the school year 2009-2010, the school improvement plan is being developed in accordance to the Tech Centers That Work model and philosophy.</p> <p>The mission of TCTW is to create a culture of high expectations and continuous improvement in an area career center. There are nine core goals of any TCTW school. Four goals are directly related to improving the secondary placement of CTE concentrators.</p> <ol style="list-style-type: none"> 1. Increase the percentages of technology center graduates who complete a career/technical concentration and enter employment within the field for which they were prepared and who enter postsecondary studies. 2. Increase annually the percentage of students leaving high school and/or the technology center with postsecondary credit or having met standards for post secondary studies, so they will avoid remedial courses. 3. Work to annually increase the percentage of students prepared and qualified to earn college credit based on test scores. 4. Increase annually the percentage of high school graduates that pass an improved employers exam. (National licensure, state exam/credential, etc. such as ASE) <p>Prosser School of Technology is convinced that following the TCTW continuous school improvement model will result in increasing the 5S1 core indicator. As such, school improvement goals, strategies and interventions are currently being developed to increase the secondary placement of CTE concentrators. Many of the strategies and interventions will be implemented at the beginning of the 2010-2011 school-year. The implementation of the strategies listed below will begin immediately and continue throughout the remainder of the 2009-2010 school-year.</p>	<ol style="list-style-type: none"> 1. 100% collection of social security numbers of currently enrolled CTE concentrators. 2. 100% contact of recently graduated CTE concentrators DWD was unable to locate.
46	<p>Typically, the placement for students attending CTE courses in AVD 46 are higher than 78.92%. With that said, it is important, almost imperative, that students continue on their pathways in order to achieve success. This indicator will be discussed in administrator's meetings and faculty meetings.</p> <p>The plan will be to devote additional time emphasizing the importance of post secondary career plans. Students will be involved in researching their career paths to obtain information regarding opportunities and necessary training. Additionally, instructors will continue to emphasize internships for students.</p> <p>We will be utilizing Survey Monkey to gather data regarding post secondary and work aspirations and continuing to gather data for our own follow up study. A challenge we face in southern Indiana is that some of our students work out of state and/or attend schools and universities that are in-state private or out of state institutions which affect the data.</p>	<p>Progress will be evaluated through INTERS as well as instructor oversight.</p>
47	<p>Improving our secondary placement will require better data gathering and reporting. We expect that a small minority of students will be in programs and not pursue that career. Our first action will be to discuss the problem with teachers in effected programs using student names to better understand the issue. It is possible that simply making the teacher aware of the performance area and the fact that it is tracked by program could help encourage better data collection; mainly the gathering of the SSN.</p>	<p>We will evaluate our progress yearly using the performance measure report.</p>

48	Same as 47	
49	<p>As a career center, we need to do a better job on retaining contact with our students. Social networking may be one strategy. We will explore the use of social networking as an additional vehicle to follow up with our students.</p> <p>We will work with our teachers to impress on their students how important it will be for them to move into a positive placement. Each program will work with their advisory boards to provide opportunities for our students.</p> <p>We will impress on the students and parents the importance of follow-up data and how providing their social security numbers will assist us in the process. Typically, this is information that was distributed via the Letter of Authorization provided by the Indiana Department of Workforce Development when we needed to collect the information. Instead, we will send it home at the beginning of the school year in hopes that parents will complete the information with all the other start of the school year paperwork.</p> <p>This was the first year that we did not complete our own internal follow up study. In an effort to reduce the increasing amount of paperwork that teachers must complete, we chose to use information from the DWD and followed up on only the negative responses. We will continue with our follow up from the DWD information but will reinstate this process our own internal follow up.</p>	<p>Create baseline data of the number of students we were able to contact via social networking that could not be found by other methods.</p> <p>Compare 2009 data with 2010 data to hopefully show fewer students who DWD could not follow-up on due to increased % of social security numbers.</p> <p>Show a higher % on our Core Indicators as a result of DWD and WCC follow up methods.</p>